DOCUMENT RESUME

ED 129 498 56 RC 009 452

AUTHOR	Pono, Filomena P., Comp.
TITLE	Biographical Sketches from Interviews Conducted by Lourdes Ruiz, Teacher, Dulce Elementary School.
INSTITUTION	Dulce Independent School District, N. Mex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[76]
NOTE	49p.; Related documents include RC 009 449-453. Not available in hard copy due to use of colored paper and ink in original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*American Indians; Art Activities; *Biographies; *Community Leaders; Cultural Awareness; Interviews; Learning Activities; *Role Models; *Spanish Americans; Vocabulary Development
IDENTIFIERS	*Jicarilla Apaches; *New Mexico (Dulce)

ABSTRACT

Eight biographical sketches of some Jicarilla Apache and Spanish American people who live and work in Dulce, New Mexico are given. These sketches contain brief descriptions of the lives of Jose Gabriel Abeyta, Cevero Caramillo, Chon LaBrier, Espeedie Garcia Ruiz, Raleigh Tafoya, Norman Tecube, Hubert Velarde, and Henry "Buster" L. Vicenti. At the conclusion of each article is a list of follow-up activities, i.e., questions for discussion, vocabulary development, and questions for further interviews with the person. In addition, various oral, written, and art activities are suggested. (NQ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

BIOGRAPHICAL SKETCHES

From Interviews Conducted by

Lourdes Ruiz, Teacher

Dulce Elementary School

Compiled and Edited by

Filomena P. Pono

Cultural Awareness Program, ESAA
Dulce Independent School District
Dulce, New Mexico

Jake Perea Program Director

Center for In-Service Education

Phone 303—669-1417 P. O. Box 754 Loveland, Colorado 80537

Acknowledgment

"The project presented or reported herein was performed pursuant to a Grant from the Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department and no official endorsement by the Department should be inferred."

Department of Health, Education, and Welfare
Office of Education, Emergency School Aid Act

Biographical Sketches

These biographical sketches are about some Jicarilla and Spanish-American people who live and work in Dulce. These sketches contain interesting, although brief, descriptions of their lives.

The selection to include only these individuals is not intentional. A longer list of names of community people was drawn at the start of the summer program that was held in 1974. Unfortunately, the time invested in this project was too short. It was impossible to include all those individuals whose contributions to the community are too obvious to miss.

Brief as these sketches are, it is hoped that they will serve as a starting point for further work of this nature and will encourage others to conduct a similar project on a much broader range of individuals.

These biographical sketches may be utilized by the teacher and students in a variety of ways. At the conclusion of each article is a list of follow-up activities. In addition, the following suggested activities may also be used.

A. Oral Activities

The students may :

... present the biographies as class reports.

... invite the person whose biography the class is discussing to talk about an important aspect of his education, his work, or other experiences.

... present the article as a TV talk show where the person written about would be interviewed.

A general question and answer session may be included at the end of the interview.

... have a panel discussion about other people in the community who are equally involved in the affairs of the community such as, teachers, members of the Tribal Council, etc.

... may choose something mentioned in the biography such as the entry of the United States into World War II, the history of the BIA Boarding School, etc. and make a report to the class.

... may interview a classmate, his parents, or another person in the community and write his biography.

B. Written Activities

The students may:

... list the important events of the person's life.

... write a diary as one might have been kept by the person whose biography is being discussed.

... get more information on a topic mentioned in the biography.

... locate the birthplace of the person on a map and then find out something interesting about the place.

... write a letter to a friend and tell about the person.

... write a set of questions to ask if they were going to interview a person.

C. Art Activities

The students may :

... draw pictures to illustrate the biography.

... draw or paint a picture to illustrate a scene from the biography. Have them tell why they chose that scene.

... make a travel poster of the places mentioned in the biographies.

... make dioramas or murals about the person's life--- his clothes, his home, his work, etc.

... make a map showing all the places in the biographies.

Jose Gabriel Abeyta

Jose Gabriel Abeyta was born on July 14, 1924 in Los Ojos, New Mexico. He is the son of Nicolas and Antonia Abeyta, both of local prominent family lineage.

Gabriel, familiarly known as "Gabe" by many friends, attended St. Joseph Elementary School in Los Ojos and the Tierra Amarilla High School. After he graduated from high school he attended Capitol City Commercial College in Santa Fe and majored in accounting and business machines. He also did a short period of study for the religious life in Lafayette, Louisiana.

During his elementary and high school years, Gabriel worked at the local general merchandise stores. Then while he was attending college in Santa Fe, he worked at J.C. Penney Department Store. It was through this exposure in the business field that he got acquainted with and became interested in merchandising and sales.

In March, 1950, Gabriel came to Dulce as an employee of the Jicarilla Apache Tribe in the Jicarilla Cooperative Store. He was manager of the dry goods department for one year and then he was made bookkeeper for the store.

In 1953, he was Acting Postmaster until a permanent

Postmaster was appointed.

In 1954, he handled the accounting for the Tribal Credit Program as well as all the IIM accounts at the Agency for the Bureau of Indian Affairs.

In 1958, the Jicarilla Apache Tribe took complete control and management of their funds by setting up a commercial accounting system under a Financial Plan of Operations. Gabriel became the Chief Tribal Accountant. He assisted the Tribal Council in the complete implementation of their newly adopted Financial Program from budget to investments toward the constant growth and sophistication of internal management. The transition has been from an old model posting monstrosity to a trim NCR accounting machine, to a 6400 IBM, to the present system, 3 Model 6 IBM computer. He worked directly with the Tribe for twenty years.

In 1965, Gabriel became the first honorary member of the Jicarilla Apache Tribe.

In 1970, he became the Reservation Programs Officer for the Bureau of Indian Affairs, Jicarilla Agency. This is the position he still holds today.

During his twenty-four years of employment in Dulce, he has been successful in maintaining a dual residence in Dulce and Los Ojos while being extremely active throughout these years in community, school, and church affairs. But most of

all he is successful in retaining the title of "Most Eligible Bachelor" in spite of his active and colorful life style. He has traveled extensively while in and out of his job in the United States, Mexico, South America and Europe.

Gabriel has been active in many organizations in both Dulce and Los Ojos where he resides on weekends and vacations. He has great appreciation for the opera and is a member of the Guild for the Santa Fe Opera.

As Reservation Programs Officer, Gabriel continues to devote his talent and experience to help the Jicarilla Apache Tribe which he has enjoyed working with most of his life. He does not foresee or dream of any major changes in his life, dedication and style in the near future.

Follow-up Activities

A. Discussion

1. What is meant by "study for the religious life?"
2. How did Mr. Abeyta become interested in merchandising and sales?
3. Name three jobs he held in Dulce. Do you think these jobs helped him in his present job? If so, in what way?
4. Why does the Jicarilla Apache Tribe confer honorary membership in the Tribe to non-Indians? What is the procedure for conferring honorary membership?
5. What position does Mr. Abeyta hold in the Bureau of Indian Affairs?

B. Vocabulary

1. Use a dictionary and find the meaning of each of these words as used in the article.

lineage	implementation
merchandise	transition
exposure	honorary
employee	

2. Choose any five wc from the list above and use each in a sentence.

C. Interview Mr. Abeyta and get information on the following:

1. the accounting system, 3 Model 6 IBM computer---particularly its cost, manufacturer, uses, personnel needed to operate it, and its advantages over other systems
2. his duties as Reservation Programs Officer

Cevero Caramillo

Cevero Caramillo was one of two boys born to Chico and John Copre Caramillo. He was born on March 10, 1893 at Sawmill Canyon in Dulce, New Mexico. His father was a stonecutter who helped build the foundation of the BIA Boarding School. As a boy, Cevero used to play around the construction area where his father worked.

Cevero did not have much schooling. He attended school for only three years. He could not speak English but he had a desire to learn. The first three expressions that he knew to speak were hello, good morning, and goodbye. These were expressions that he heard from the people around the construction area. While he was in the woods with his rifle, he would say the three expressions all to himself. He would say out loud, "hello, good morning, goodbye." He repeated these words many times until he was able to speak them correctly. That was the beginning of his lessons in English. He taught himself. From then on he picked up a word here and there. Finally, after much study and long practice, he was able to speak the English language.

As a young man, Cevero and his family saved lumber and sold it to the railroad company for railroad ties. Later,

6

when he was older, he got married. His marriage was arranged by his grandfather and the uncle of the girl he was going to marry. As a young married man, he worked as a policeman with a salary of twenty-five dollars a month and rations.

During all this time, Cevero's grandfather taught him to become a medicine man. He learned very well from him, He still is a very active medicine man. He performs at Bear Dance ceremonies which are held periodically on the Jicarilla Apache Reservation.

Follow-up Activities

A. Discussion

1. When was Mr. Caramillo born? How old is he?
2. From his biography, would you describe those times? Do you think life on the reservation at that time was easy or difficult? Explain.
3. Why was it necessary for Mr. Caramillo to speak English? Is it important to speak English? Jicarilla? Give reasons.
4. What are rations? Do you know why rations were given at that time? Why?
5. What does Mr. Caramillo do? Is his work important to the Jicarilla people? Why?

B. Vocabulary

1. Use a dictionary and find the meaning of each of these words as used in the article.

foundation	arrange
stonecutter	perform
expression	rations
railroad ties	periodically

2. Choose any five words from the list above and use each in a sentence.

D. Interview Mr. Cevero Caramillo and get a description of his life as a young boy on the reservation.

Chon LaBrier

Chon LaBrier was born on December 20, 1929 in the small town of Ensenada, located in the mountains of northern Rio Arriba, New Mexico. Her parents, Pedro and Amalia Valdez, gave her the name Ascencion Valdez.

Chon went to school for three years in a two-room school house in Ensenada. She finished elementary and high school in Tierra Amarilla. During those years, there were no school buses. She had to walk to school three miles and again three miles back to her home every day. Sometimes she rode on a horse. Many times, when there was a storm, she found shelter in corrals and waited until the storm passed.

After she graduated from high school, she attended New Mexico Highlands University in Las Vegas. In 1954, she received a bachelor's degree in Elementary Education. In 1958, from the same university, she received a higher degree, a Master's degree in School Administration. Later, she took advanced degree work in School Administration at New Mexico State University in Las Cruces.

Chon has various professional experiences. She was an elementary school teacher in the Rio Arriba County Schools for six years and County School Supervisor for eight years.

10

Chon's professional activities and involvements are many. Among the most notable are memberships in several educational associations on national, state, and local levels. These memberships include the National Education Association, the Association of Supervisors and Curriculum Developers, State and National Elementary School Principals Association, National Board of Directors of the Association of Supervisors and Curriculum Developers and others too many to mention.

In 1968, she was listed as one of the Outstanding and Distinguished Personalities of the West and Midwest.

Chon is presently serving as a member of the School Standards Task Force, having been appointed by the State Board of Education. She is also serving as a member-at-large of the National Board of Directors, Association of Supervisors and Curriculum Developers.

Chon is married to Robert LaBrier. She and her husband maintain a home in Dulce and another home near their ranches. She has a dual role. On weekends she is a rancher. She assists her husband in managing both their ranches in Tierra Amarilla and just outside of Espanola. On weekdays she is very busy as the principal for Dulce Elementary School. She has held this position since 1963.

Mrs. LaBrier wishes to share a few ideas with the young

people of Dulce. She says:

> "Give of oneself for the benefit of not only yourself but also of those around you. Have trust and belief in others and establish communication, rapport, acceptance, and friendship. Do something worthwhile and do it with pride and self-reliance. Be proud of yourself."

Follow-up Activities

A. Discussion

1. Locate on the map of New Mexico the place where Mrs. LaBrier was born. What part is it of the state? How far is it from Dulce?
2. What were the difficulties she had when she went to elementary school? Do you have the same difficulties now?
3. What does the expression "Be proud of yourself" mean to you?

B. Vocabulary

1. Use a dictionary and find the meaning of each of these words as used in the articile.

advanced	professional
experience	involvement
notable	outstanding
distinguished	dual

2. Choose any five words from the list above and use each in a sentence.

C. Interview Mrs. LaBrier and get a description of her role and duties as principal of Dulce Elementary School.

Espeedie Garcia Ruiz

Espeedie Garcia Ruiz was born in Gallup, New Mexico on May 1, 1921. He attended the elementary and secondary schools in Gallup.

In 1940, at the age of nineteen, Espeedie joined the the New Mexico National Guard. A year later, the National Guard was inducted into the United States Army and he was sent to Ft. Bliss, Texas for basic training. In September of the same year, his unit was shipped to the Philippines.

On December 7, 1941, the Japanese attacked Pearl Harbor, Hawaii. Following this attack, the United States decclared war against Japan. In the Philippines, the United States Army fought against the Imperial Japanese Army who had invaded that country.

While fighting on the Bataan Peninsula, Espeedie was captured by the enemy forces. Together with over 36,000 American and Filipino prisoners, he was forced to march the infamous and cruel Bataan Death March. It started from the Bataan Peninsula to Camp O'Donnell, approximately 180 kilometers. It took three days and four nights for the prisoners to make. They marched without food and water, except the water they were allowed to drink from mudholes and from

sugar cane thrown to them by Filipinos. During the march, the prisoners were continuously beaten. Those who could not walk were left behind to die or were bayoneted or shot to death. Many prisoners died on that march. Therefore it was called the Bataan Death March.

Fortunately, Espeedie escaped from the Japanese after three months of nightmare in the prison camp. He found refuge with the Igorots, a fierce mountain tribe in the northern part of the Philippines. The Igorots fed and hid him from the Japanese for more than two years. During this time he and other American prisoners harassed the Japanese Army whenever they could. They confiscated supplies, arms and ammunition. Later, he joined the 121st Infantry Division of the United States Armed Forces in the Far East and, in guerrilla activities, he continued to fight against the Japanese forces for the duration of the war.

On December 26, 1944, he married Lourdes Astudillo and brought her to the United States after the war was over. He and his wife lived in Gallup for several years and now they have three grown children.

Espeedie was a sick man when he came back to the United States. He spent a year in the hospital until he was honorably discharged from his duties in the Army. For his distinguished service in the war, Espeedie received several

awards and citations from the governments of the United States and the Philippines.

After Espeedie had partially recovered his health, he worked in Gallup as a butane gas truck driver. However, he continued to have trouble with his back. So he stopped this work and did sales work for a while.

On October 20, 1947, he started to work for the Bureau of Indian Affairs. He worked in Supply and Property Administration for fourteen years. During this time he attended evening and, sometimes day, classes whenever he could.

In 1961, Espeedie achieved his first goal. He was assigned as the Administration Manager of Agency Operations at the Jicarilla Apache Agency. He served in this capacity from 1961 through 1967. From 1967 to 1968, he was assigned Assistant Superintendent at the Consolidated Ute Agency at Towaoc, Colorado.

In December, 1968, the Consolidated Ute Agency was divided into two agencies: the Ute Mountain Ute Agency at Towaoc, Colorado and the Southern Ute Agency at Ignacio, Colorado. Espeedie achieved his second goal when he became Superintendent of the Ute Mountain Ute Agency. This was an appointment by the Commissioner of Indian Affairs, Robert Bennett, and was confirmed by the Secretary of Interior.

Espeedie was so popular and well-liked by the Ute Mountain Utes that he remained with them for more than five years. Just before he left the Ute Mountain Ute Agency to become Superintendent of the Jicarilla Apache Agency, he said, "I'll always be grateful for the privilege of being here among the Utes because they have taught me many things, principally what a marvelous human being the American Indian is and how much he has suffered from neglect, with much of the suffering made in complete silence."

Espeedie presently serves the Jicarilla Apache Tribe as Bureau of Indian Affairs Superintendent. He feels he is back home and says that it is a real pleasure to serve the Jicarilla people. He sincerely believes that the Bureau of Indian Affairs must positively work in complete harmony with all tribes. He also believes that both should be "Partners in Progress" with the BIA being the junior partner.

Espeedie's tour of duty with the Bureau of Indian Affairs has been long and filled with varied accomplishments. He has devoted and will continue to devote his life to serve the American Indians. His firm commitment to this devotion is underlined in his favorite quotation which follows:

"I shall pass through this world but once; any

good therefore that I can do for my fellowmen, let me do it well and now; let me not deter nor neglect from it for I shall not pass this way again."

Follow-up Activities

A. Discussion

1. What events happened to Mr. Ruiz in the years 1940 and 1941?
2. What world-wide event happened on December 7, 1941? When this happened, what did the United States do?
3. Describe briefly the Bataan Death March.
4. Name two important events that happened to Mr. Ruiz after he started working for the Bureau of Indian Affairs.
5. What is his personal belief about the American Indian?

B. Vocabulary

1. Use a dictionary and find the meaning of each of these words as used in the article.

inducted	harassed
declared	confiscated
invaded	guerrilla
infamous	citations
nightmare	

2. Choose any five words from the list above and use each in a sentence.

C. Interview Mr. Ruiz and get information on the following:

1. His duties as superintendent of the Bureau of Indian Affairs
2. How the Bureau helps the Jicarilla Apache people

Raleigh Tafoya

Raleigh Tafoya was born on August 4, 1937 in Dulce, New Mexico. His parents were Porfirio and Maggie Tafoya. His father died one month before he was born and his mother died at the time of his birth.

According to Raleigh, there was an old Indian custom that when a person was responsible for someone's death he must be buried alive with the dead person. Therefore, when his mother died at the time of his birth, he was supposed to have caused his mother's death. So he was prepared to be buried and placed in the coffin with his dead mother. But his grandmother could not go through the burial rites. She took him to live with her.

His grandparents, Sixto and Maggie Atole, however, did not have the time to take care of Raleigh. They sent him to the Public Health Service Hospital in Dulce. There he lived until he was three years old. Then his grandparents took him back to live with them again.

When he was seven years old, his grandparents sent him to the BIA Boarding School. He lived in the Boarding School until he was ten years old. When Avis, his sister, married Willie Julian, Raleigh went to live with them.

When Raleigh finished elementary school in Dulce, he attended Santa Fe Indian School where he finished high school. Then he came back to Dulce and worked at various jobs. For a while he worked as a service station attendant and part-time mechanic at George Kearns Motor Pool. Then he was a painter and carpenter for the Bureau of Indian Affairs. Later, he worked for the Jicarilla Tribe in the Department of Public Works. In 1959, he worked for the Game and Fish Department.

In 1960, he started police work as a patrolman. Raleigh liked police work so he decided to take an examination. When he passed the examination, he was promoted to the rank of sergeant. At this time, he became the juvenile officer for Dulce. As juvenile officer he counseled the young people of the community and those who lived in the BIA dormitory. Some of those he had counseled are now working in the Police Department of Dulce.

In 1962, Raleigh became the Chief of Police of Dulce. During his early years in office, he was sent to specialized schools to further his training in police work. He attended the University of Wyoming at Laramie and the New Mexico University. He also attended several training programs.

Mr. Tafoya is still the Chief of Police of Dulce. Of his work as a police officer, he says, "I am in law and order because I believe in the things it stands for---helping the

young people become law-abiding and better citizens because they will be the tribal and community leaders of the future."

Although police work takes so much of Mr. Tafoya's time, he has time, however, for various activities in Dulce. He had served as a member of the planning and building committees in several projects. He had helped to obtain grants to install a modern communications system for the Ishkoteen Building. By this modern system, the Tribal government can operate and direct communications with all the agencies on the reservation. He had also volunteered supervisory services in a pilot program called Cadet Corps in which twenty-two elementary students were enrolled. The program was operated after school hours at the Ishkoteen Building. The young students worked in the communications room, took educational trips, and observed the overall routine work in the building. The program was highly successful, although it was discontinued for lack of funds. Vandalism at that time, according to Mr. Tafoya, was at an all time low.

In 1972, he served as a committee member of the Land Claims Commission. The work of the Commission was extremely successful in securing grants for the Jicarilla Tribe.

Mr. Tafoya is married to Blanche Monarco. They have six children. He and his wife operate the Dulce Laundromat. They also have a cattle ranch.

As a concerned member of the community and Jicarilla Apache Tribe, Mr. Tafoya gives this message to the young people of Dulce:

"Life is full of ups and downs, yet we must continue our education. Strive for a higher education in colleges or take training in some skills. This is the only way to survive in this so-called 'White Man's World.' Our resources may be depleted or fully consumed and then where will the Tribe be."

Follow-up Activities

A. Discussion

1. Describe briefly Mr. Tafoya's childhood years. Do you think he had a difficult time? If so, why?
2. Name at least three jobs he did before he became Chief of Police of Dulce.
3. What does he say about his work as a police officer?
4. What is the purpose of the communications system in the Ishkoteen Building?

B. Vocabulary

1. Use a dictionary and find the meaning of each of these words as used in the article.

custom	grants
rites	install
promoted	pilot
juvenile	vandalism
specialized	

2. Choose any five words from the list above and use each in a sentence.

C. Interview Mr. Tafoya and get information on the following:

1. Brief description of the Public Health Service Hospital where he lived when he was a child for three years
2. A brief history of Ishkoteen Building---why it was built, how its construction was funded, etc.
3. Mr. Tafoya's role and duties as Chief of Police

Norman Tecube

Norman Tecube was born on April 15, 1896. His parents were Mr. and Mrs. Marced Tecube. He was born on the reservation on the other side of Lake La Jara.

His mother died when he was very young, so his childhood years were spent mostly with his father. His father was a medicine man. However, he never had a chance to learn to be a medicine man because he left his home at an early age.

In 1904, Norman attended the Boarding School which the Bureau of Indian Affairs had established the year before. He continued his schooling until 1914. After his father gave him permission to attend school outside the reservation, he went to Sherman Institute in Riverside, California. In 1921, he graduated from high school.

Norman stayed in the west coast to do construction work. He worked up and down the California coast, to Oregon and the state of Washington.

In 1931, he came back to Dulce and got married. Then he found employment with the Wirt Trading Post until this business was terminated. After the Wirt Trading Post closed Norman went into livestock industry. He owned sheep, cattle and horses. He also farmed wheat and potatoes for his family's consumption.

28

In 1934, Mr. Tecube served as vice-chairman for the Jicarilla Apache Tribe. Various committee memberships kept him busy. He served as chairman of the Constitution Committee and the Land Claims Commission. He was also a member of the Scholarship Committee. During his term in this capacity he made several trips to Washington, D.C. on behalf of the Tribe. He attended several conferences relating to Tribal businesses in Phoenix, Albuquerque, and Santa Fe.

Mr. Tecube feels that he had done well in raising his family. A son, Richard, graduated from the New Mexico State University and is now a Tribal Council member. Another son, Harold, attended the University of New Mexico and is now employed by the Bureau of Indian Affairs. Most of the other children finished high school, with the last two children still in high school.

Mr. Tecube says, "I talk to my children often. I stress education and hard work because I won't be with them forever. I try to make them understand the importance of getting an education and being able to compete with other people. Children must realize what education does for them."

Mr. Tecube has seen many changes in Dulce during his 78 years of life. He says, "Ceremonies are changing. The younger generation does not take much interest in learning

our culture and traditions. These traditions should continue and be carried on to future generations. They should be included with modern culture, not just set aside and forgotten."

However, Mr. Tecube feels that the Jicarilla people have improved in many ways. Of this he says, "I'm very proud to see the Jicarilla people forging ahead. They have had hard times, but the Jicarilla people, the BIA, and other agencies are all working together to make this reservation a success. One thing I'd like to see: a provision in the constitution to train young people to be tribal leaders. This will help not only themselves but also future generations."

Follow-up Activities

A. Discussion

1. Describe briefly Mr. Tecube's early years.
2. What did he do in the West Coast?
3. Name some of the activities he did for the Jicarilla Tribe.
4. What does he think about education? About the changing ways on the reservation?
   Do you agree with him? Explain your answer.

B. Vocabulary

1. Use a dictionary and find the meaning of each of these words as used in the article.

terminated	culture
livestock	traditions
consumption	forging
stress	provision
generation	

2. Choose any five words from the list above and use each in a sentence.

C. Interview Mr. Tecube and get information on the following:

1. Wirt Trading Post
2. The Boarding School he attended
3. The purpose of the Land Claims Commission and the Scholarship Committee

Hubert Velarde

Hubert Velarde was born on May 31, 1936 at Hillcrest, Dulce, New Mexico. He is one of nine children born to Mr. and Mrs. Louis Velarde.

Hubert started school at the age of seven at the Jicarilla Boarding School ran by the Bureau of Indian Affairs. After completing the eighth grade, he went to Santa Fe Indian School. He can remember those days when he and other students were taken to Santa Fe by bus in September, then back to the reservation for Christmas vacation, and finally at the end of the school year. If he came home at any other time other than those three occasions, he had to ride the Chama Valley Land Bus Company.

Hubert spent his summers in Dulce herding sheep and cutting hay. The family did not go away from the reservation often because the only means of transportation was by horse and wagon.

He had a strong desire to continue his education after his graduation from high school. So in 1956, he went to Oregon Technological College in Klamath Falls and enrolled in diesel technology. In the summer of 1958, he attended

the National School of Heavy Equipment Operations in North Carolina. The following fall, he went back to finish the diesel training course in Oregon and graduated in 1959.

After finishing college, Hubert started looking for a job. But this was interrupted by the draft board. In 1960 he found himself in basic training at Ford Ord, Corps of Engineers in Fort Belfast, Virginia. Then he was sent to Germany. However, this tour of duty was shortened because of a back problem. So he had to come back to the United States. He finished his tour of duty at Ft. Bliss, Texas. He was honorably discharged in May, 1962.

In the summer of 1962, Hubert married the former Phyllis Garcia. They now have a lovely home situated on top of a hill overlooking the town of Dulce. They have four children, Lisha, Guyla, Dorena, and Lionel.

Hubert's political career started one day when his sister, Lorraine, and the former editor of the Jicarilla Chieftain, Mary Baca, urged him to run for the office of Tribal Council member. After careful thought he decided to become a candidate for election to that office.

He won the election and he became a member of the Tribal Council. With this election, Hubert started his political career. He was a Tribal Council member until 1968, the year he was elected Vice-president of the Jicarilla Tribe. He held this position until 1972.

During this same period of time, Hubert was also in the livestock industry, managing several hundred head of sheep on the reservation. He was also employed by the Jicarilla Tribe as curator for the present Arts and Crafts Museum.

In July, 1972, Mr. Velarde was elected President of the Jicarilla Apache Tribe. He still holds this office and his term of office will end in 1976. According to the constitution of the Tribe, he is eligible to run for another four-year term if he so desired.

President Velarde has always been active in several aspects of tribal and community affairs. His charming wife is well recognized for her happy disposition. Together they complement many social and official functions of the Tribe and community. He has worked hard and has been successful in instituting several tribal enterprises that have considerably helped the Jicarilla Apache people.

Follow-up Activities

A. Discussion

1. Describe briefly Mr. Velarde's childhood---where he went to school and what he did when he was not in school.
2. What happened after he graduated from college? Where did he go?
3. How did he start his political career?
4. What were the offices he held before he became President of the Jicarilla Tribe?
5. How is the President of the Jicarilla Tribe elected?

B. Vocabulary

1. Use a dictionary and find the meaning of each of these words as used in the article.

diesel	eligible
technology	aspect
career	complement
candidate	instituting
curator	enterprises

2. Choose any five words from the list above and use each in a sentence.

C. Interview Mr. Velarde and get information on the following.

1. his early schooling on the reservation---what it was like
2. his role and duties as Tribal President

Henry "Buster" L. Vicenti

"Buster" Vicenti, as he is more popularly known, was born on December 15, 1907 in Dulce, New Mexico. He is one of five children born to Emmett Wirt and Tonita Chino.

Emmett Wirt came to this part of the country as a very young man. He started as a meat market owner at Amargo (by Monero). Then he went to nearby Lumberton and became a partner of a grocery store called Gomez and Garcia. Finally, in 189?, he opened the Wirt's Trading Post in Dulce.

When Buster and his sister, Rose, were children, they were put up for trial adoption with a Chromo family by the name of Ewell. In Chromo, Buster attended Chromo Elementary School until the fifth grade. After five years with the Ewell family, he and his sister came back to Dulce after his mother decided to take them back.

Buster continued his schooling by riding on horseback to the Pagosa Sawmill School. He also attended the Dutch Reformed Church School (now called the Jicarilla Reformed Church). His schooling in Dulce lasted only one year because his parents decided to send him to Santa Fe Indian School. He stayed in Santa Fe until he finished the eighth grade.

Buster's high school years were spent at Albuquerque Indian School. To go to Albuquerque, he had to catch the "Chili Line" narrow gauge train at Antonito, Colorado which went all the way to Lamy Station. At Lamy Station Buster had to transfer to the wide gauge train which took him all the way to Albuquerque.

After his stay in Albuquerque, he came back to Dulce. He lived with his mother and step-father, Edward Ladd Vicenti. He and his step-father developed a close relationship. His step-father patiently taught him and helped him to see the important qualities of man in order to be useful as an individual. He encouraged Buster to carry on family traditions and wishes, such as learning both the Apache and English languages well in order to be able to function as an interpreter in later life.

Buster became a member of the first Tribal Council in 1934. In 1937 he was officially appointed as a member by his Clan.

He worked for the Bureau of Indian Affairs as a laborer until his retirement in 1971. During the years, he acted as an interpreter for tribal businesses and negotiations. He served as PTA president and was a great help in encouraging more parents and other community people to become aware and more involved with the school.

During the Little Beaver Round-up which is held every year, Buster serves as the "mock" judge. He "arrests" and "imposes" a sentence on those who do not have something "Indian" as part of his outfit or clothes during the days of the rodeo.

Buster is married to Maggie Quintana. He is the father of ten children and two adopted children.

He is presently working for the ESAA Cultural Awareness Program as an adviser and consultant on Jicarilla culture and history. In such capacity he is an ideal "father image" to the young people of Dulce.

As an interpreter, Buster says, "Language is a key to understanding, knowing, and loving one another."

Follow-up Activities

A. Discussion

1. Describe briefly Mr. Vicenti's early life.
2. Did Mr. Edward Ladd Vicenti, his stepfather, influence his life? In what way?
3. What is Mr. Vicenti's belief about language? Do you agree with him? Explain your answer.
4. What was his function as president of Parents-Teachers Association?

B. Vocabulary

1. Use a dictionary and find the meaning of each of these words as used in the article.

adoption	negotiations
relationship	mock
interpreter	capacity
appointed	

C. Interview Mr. Vicenti and get information on the following.

1. A brief description of the mode of transportation at the time he was a young boy going to school in Albuquerque
2. A brief biography of his father, Emmett Wirt, and a short history of Wirt's Trading Post in Dulce